



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

CHAPTER THREE
REPRESENTATIVE ONE-ROOM BUILDINGS
NEW CASTLE COUNTY

points the building has. The building proper scores but 45 points in 200. The service systems are even lower in score than the very low score set by other buildings of the same general type. The class



FIELDSBORO SCHOOL

room has nothing to recommend its further use. It is lighted from four sides. The blackboards are so poor as to score but 2 points out of 15 and the seats and desks but 2 in 30. The building should be closed and the children transported to a better building.



BLACKBIRD, DISTRICT NO. 69

	Score	Possible Score
I. Site	55	160
II. Building	51	200
III. Service Systems.....	16	250
IV. Class Rooms.....	65	225
V. Special Rooms.....	1	165
	188	1000

Site. Unattractive, unimproved and unkept. Approximately 100 feet square, it is too small for any profitable use.

Building. Small, very old and in a deplorable state of repair.

Service systems. An attempt to heat the building is made by means of a small stove located in the center of the room. The open cracks in the doors, windows and walls make this impossible to such a degree that in cold weather school has to be dismissed. The building is in a filthy dirty condition. There is no clock in the building and a water pail is all the evidence of a water supply system. One toilet was without a toilet seat. The scholars had made use of the floor of the toilet room and the fuel shed for toilet purposes.

Class room. Seatings, if the carved and mutilated double

benches can be rated as seatings, are provided for 45 children in a room 18x27. In order to get this number of seats in it has been necessary to place the seats squarely against the walls on both sides of the room. This arrangement precludes the possibility of side aisles or the use of the side walls for blackboard space. The accompanying picture shows the lighting conditions which the children so seated are compelled to suffer. The survey commission wishes to place special emphasis upon the recommendation that this building be closed.



SHELLPOT NO. 73

	Score	Possible Score
I. Site	85	160
II. Building	87	200
III. Service Systems.....	66	250
IV. Class Rooms.....	93	225
V. Special Rooms.....	3	165
	334	1000

This building is a one-story, two-room structure, approximately 20x50 feet in dimensions, located on a triangular site in a fork of the road. It is a stone building, constructed in 1798. In the construction of the building, undoubtedly permanency was given much more serious consideration than any of the elements which enter into a school building. Upon this point one is compelled to say that the early settlers built entirely too well. Had the building been less substantially made it might have tumbled down something more than half a century ago and given place to a structure conceived in the light of educational demands of a more significant character.

The most commendable feature of the Shellpot School is the very conspicuous evidence of the fact that the community has endeavored to make the very best of a very bad situation. Improved types of heaters have been installed in both class rooms, and the entire building and surroundings have been made as attractive and comfortable as possible. New single seats have been installed in the class rooms and everything about the building is neat and tidy in appearance. It is unfortunate that so much energy and effort have been directed upon this old, impossible building. It seems entirely reasonable, however, that the spirit evidenced in connection with this building will, under the circumstances which now exist in the State of Delaware, lead to the consolidation of this district with neighboring districts and the construction of a large, new, progressive and efficient school plant.

MILL LANE, DISTRICT NO. 92

	Score	Possible Score
I. Site	82	160
II. Building	54	200
III. Service Systems.....	36	250
IV. Class Rooms.....	70	225
V. Special Rooms.....	2	165
	244	1000

The Mill Lane building is 18 feet square, seating 16 pupils, and located on a little triangular plot of land in the fork of the road. It does not fly the American flag. It is heated by a stove in the center



MILL LANE SCHOOL

of the room, makes no provision for drinking and washing. The toilet facilities are of the poorest type and in bad condition. The room is lighted from four sides.

CHAPTER FOUR
REPRESENTATIVE TWO-ROOM BUILDINGS
NEW CASTLE COUNTY

CHAPTER VI

REPRESENTATIVE TWO-ROOM BUILDINGS KENT COUNTY

[The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative two-room buildings of Kent County.]



HARTLY SCHOOL

HARTLY NO. 96, 133½

	Score	Perfect Score
I. Site	90	160
II. Building	60	200
III. Service Systems	60	250
IV. Class Rooms	100	225
V. Special Rooms	0	165
	310	1000

The Hartly School is housed in a very old two-story, two-room, frame building, in poor condition. The building is located on a very undesirable, unattractive site. The improved type of heater, thirty-eight new single seats and the good pictures which have been secured for the building represent its only commendable features. The number of children in attendance at this school would seem to justify the recommendation that a more adequate provision be made for a modern educational program.

CANTERBURY NO. 26

	Score	Perfect Score
I. Site	135	160
II. Building	79	200
III. Service Systems	60	250
IV. Class Rooms	95	225
V. Special Rooms	5	165
	374	1000

This two-story, two-room structure is located on an open rectangular lot which can be used for play purposes. The interior of the building would be a disgrace to any community. Plaster has been broken from the walls in many places; blackboards have been

torn down; furniture roughly treated, and the roof has leaked in places. Apparently no respect is paid to public school buildings by



CANTERBURY SCHOOL

the school children of this community, and probably this building with its equipment and cheap construction is entitled to little respect. The building has no attractive feature about it.



BETHESDA NO. 46

	Score	Perfect Score
I. Site	80	160
II. Building	67	200
III. Service Systems	39	250
IV. Class Rooms	105	225
V. Special Rooms	4	165
	295	1000

This is a two-room, one-story, frame building, located on a triangular site, the base of which is 100 feet, and the length of which is approximately 200 feet. The building is very old and poorly preserved. It offers the absolutely minimum of room space, and the service systems are of the lowest type which will permit of the assembling of children in groups. The class rooms are inadequately equipped, and the lighting arrangements are especially bad, one room being lighted from three sides. The fuel room, which from an educational point of view is perhaps the least essential, is the best feature of the building.



VIOLA NO. 112

	Score	Perfect Score
I. Site	86	160
II. Building	117	200
III. Service Systems	91	250
IV. Class Rooms	132	225
V. Special Rooms	2	165
	428	1000

The Viola School is a one-story, two-room, brick building, constructed in 1910. In external appearance it expresses the desire on the part of the local community to provide a building adequate to their educational needs. Citizens who have taken pride in this building will no doubt be disappointed at the low score above. The only explanation that can be given for this score is the fact that poor judgment was used in drawing the plans. The interior of the building is sufficient proof that the architect knew absolutely nothing of modern educational demands upon a school plant, and in the construction of the building planned little beyond the traditional equipment. The school site of one acre is somewhat larger than most of the sites encountered in the State, but is far short of the

actual needs and is undeveloped for recreational purposes. The building is cheaply constructed and certain very fundamental errors are outstanding. The foundation walls are but eight inches thick, and standing as they do in soil that is partially quicksand the building has settled out of line and considerable damage has already been done to the walls and building.

The ceilings and walls of the class rooms are made of pressed steel, which, without backing of any insulating material, permits the heat from the room to escape readily, making it impossible to heat the building in cold weather. The basement, which is only partially excavated, is too low to be utilized for any purpose other than the heating plant. Had the building been raised so as to have permitted adequate lighting the basement space would have been as usable for school purposes as any other part of the building. Play rooms or Manual Training and Domestic Science space might have been thus provided with very little additional expense. At the time of the survey water was standing in the basement to the depth of a foot or more, covering the heater above the doors of the fire box.

The building is provided with inside chemical toilets, which are in fair condition and apparently sanitary. It is to be noted, however, that but one toilet is provided for each sex. This, for a school of two large rooms is not sufficient to meet the needs of the pupils. The only way in which this building can be made to approach acceptable standards is by considerable alteration and extension of the building proper and development of the site upon which the building stands.

CHAPTER SEVEN
REPRESENTATIVE ONE-ROOM BUILDINGS
SUSSEX COUNTY

CHAPTER VII

REPRESENTATIVE ONE-ROOM BUILDINGS SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative one-room buildings of Sussex County.)



WHITES CHAPEL NO. 10

	Score	Perfect Score
I. Site	97	160
II. Building	41	200
III. Service Systems	60	250
IV. Class Rooms	94	225
V. Special Rooms	2	165
	294	1000

Whites Chapel is a new one-room structure, 20x22 in dimensions, with vestibule. It stands on a brick foundation. The site upon which the building is located is irregular in shape, approximately 100 feet in width and 300 feet in length. This building is a very unusual type of school building. It is made completely, walls and roof, out of corrugated, unpainted iron and resembles a garage rather than a place in which children are to receive their educational training. It does not speak well for the attitude of the community towards education or the welfare of their children. Apparently it is the cheapest type of construction which could be found. An improved type of heater is located in this building and water is supplied by a pump located in the vestibule. The class room, which seats 32 pupils, is entirely too small and of unapproved shape. The glass area is up to standard but distributed on three sides of the room. The vestibule provides space for cloak rooms, but as such is not acceptable.

The toilet accommodations of this building are located an unreasonable distance from the building, one of them being no less than 200 feet away. This building should be disposed of for other purposes than education and consolidation perfected with neighboring districts allowing for a modern educational program.

CEDAR GROVE NO. 17

	Score	Possible Score
I. Site	65	160
II. Building	103	200
III. Service Systems.....	87	250
IV. Class Rooms.....	107	225
V. Special Rooms.....	3	165
	365	1000

This building is a comparatively new one-story frame structure, with good steps and porch leading to the entrance, and with vestibule, and cloak room arrangements across the front of the room. An attempt has been made in this building to recognize certain fun-

damental standards of lighting, but the end desired has been defeated by the placing of small windows in the front of the class room, thus compelling the children to face the light. As long as it is necessary for this building to continue in use, these windows in the front end of the room should be permanently closed. The windows on the main axis of the room are fifty inches from the floor, thus giving the class room a shut-in effect. Obviously the intention was to prevent the children from seeing out during school hours. This policy is a remnant of the early tradition that schools should be houses of correction rather than institutions of learning and education. The glass area in the class room is less than ten per cent of the floor area, which is less than one-half of what it should be. Another interesting feature of the construction of this new building is found in the location of the hooks for the children's wraps in the cloak rooms. The lowest hook in either room is seventy-two inches from the floor, thus making it difficult, if not impossible, for many of the children to hang up their wraps. The location of the hooks seems to have been determined by the convenience of the carpenter rather than from any consideration of the needs of the children. This building would make a better tool shed or farm building of similar nature than schoolhouse, and should be disposed of for such purpose.

ELDORADO NO. 19

	Score	Perfect Score
I. Site	60	160
II. Building	60	200
III. Service Systems	41	250
IV. Class Rooms	94	225
V. Special Rooms	3	165
	258	1000

This building, 18x28, situated on a site of indeterminate area, has concrete steps leading to its front door. The floor of this building is poor, the shades in bad condition but excellent book and sup-

ply closets are provided. Provisions for seating 40 children in double seats were found. The teacher's desk was of a fair type and slate blackboard is provided in sufficiency. No clock and no pictures were to be found. The building has a sufficient amount of window area, half of which, however, is in the wrong place. The only out-



ELDORADO SCHOOL

house for this school is a combination of two compartments, separated by a wood partition, each one of which was apparently designed for the different sexes. That such a combination of outhouses is not a desirable method of raising the moral tone of children, nor of teaching them sex education was quite evident from the obscene drawings and foul language with which the interior of these outhouses was coated.



HILL'S NO. 21

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	30	250
IV. Class Rooms	48	225
V. Special Rooms	3	165
	161	1000

The Hill's school is situated in a little clearing with forest to the right, rear and front, and an open field to the left. It is a whitewashed, shingle structure which is decaying rapidly. It has a roof of corrugated metal and a foundation of rotting wooden posts. The room is square, being approximately 18 feet each way, and is lighted by two windows on each of three sides. Even though lighted on three sides and even though the room is small, these six windows do not furnish more than half of the percentage between the window area and floor area that is considered to be the standard. A box wood stove, without jacket, is located toward the front center of the room. The seats are placed on stilts and occupy a large part of the class room. The floor is in fair condition, but only a distance

of seven feet separates it from the ceiling. No flag or flagpole has been provided. The outhouses have been constructed with a minimum of labor and the minimum of expenditure for lumber. The children who attend this building should be provided with better educational facilities at the earliest possible moment.

WHITE'S NECK NO. 27

	Score	Perfect Score
I. Site	45	160
II. Building	112	200
III. Service Systems	78	250
IV. Class Rooms	118	225
V. Special Rooms	2	165
	355	1000

This is a new, one-room, rural school frame building which evidences some knowledge of the problems involving modern school-house construction. It is large enough to provide adequately for a single class room. The outstanding feature of the building is the fact that the windows have been banked on one side of the room. Unfortunately, however, either those who were responsible for the planning, or the carpenters who were responsible for the building, could not persuade themselves that light from one side was sufficient, for after making a good job they spoiled it utterly by sticking in two windows high up in the end of the class room. These windows should be closed. Another interesting fact in connection with the arrangement of this room is that although having a near approach to unilateral lighting it was not taken advantage of in the placing of the seats and desks. All of the seats have been backed to the light so that absolutely no advantage of the unilateral type of lighting is had and the extreme disadvantage of rear light only is encountered.

The seats in this class room should be faced so as to allow the light to fall on the pupils' desks from the left, and the windows in the rear should be closed.

The site upon which this new building is located is extremely unattractive, due to the fact that it is not only surrounded by, but grown up with, scrubby oak bushes. A much larger area should be cleared and improved. Additions should be made to the building providing adequate space for manual training and domestic science, playroom and library facilities. When this is done the children of the Muddy Neck district will have a school building which will approach satisfactory standards.



BETHANY BEACH NO. 28½

	Score	Perfect Score
I. Site	35	160
II. Building	34	200
III. Service Systems	61	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	187	1000

This building is a one-room, frame structure, 17x21, and one of the most unattractive school buildings in the state of Delaware. It is an old, unpainted, weatherbeaten wreck. The only thing about this building or site which is worth saving is the improved type of jacketed heater. Everything else should be destroyed or abandoned immediately, and a new building constructed for the children of this district. It is nothing short of criminal negligence for a community to compel its children, under penalty of the law, to attend school for a considerable part of their wakeful hours for nine months out of the year in a building that is so unattractive and so utterly unfit for human occupancy.

CONAWAY'S NO. 53

	Score	Perfect Score
I. Site	31	160
II. Building	20	200
III. Service Systems	25	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	133	1000

Conaway's is a primitive, whitewashed structure not centrally located with respect to the school population which it serves. One passes a considerable distance through an uninhabited section on a highway running through forests before reaching this building from one side. The building is sagging on its brick piers, which are small and provide the only under-pinning for the structure. No doubt the wind blows up through the floor in the cold days of winter in a way which cannot be offset by the heat developed in the small wood stove. The sashes are broken down and the window panes are barely held in their frames since the putty has disappeared entirely in places. The ceiling joists are uncovered. The furniture is very poor, the teacher's desk being of the high, old-fashioned, crudely made type. The site is very limited, being a clearing of about 50x70

feet in dimensions. The building itself is approximately 18x24, without vestibule. All in all, it is one of the poorest structures found in Delaware.

MORGAN'S NO. 56

	Score	Perfect Score
I. Site	85	160
II. Building	127	200
III. Service Systems	60	250
IV. Class Rooms	167	225
V. Special Rooms	3	165
	442	1000

This building stands on an excellent concrete block foundation. It is a new one-room school with vestibule and cloak rooms. It is unfortunate that good architectural advice was not sought when the building was planned. A complete bank of windows has been provided on the left. Two other windows have been placed at the rear of right. Most unfortunate of all, however, has been the placement of two small windows on the front at the height of eight feet from the floor, through which the light may stream into the eyes of the children. There are many good features about this school building. It has a good floor, a good sanitary type of teacher's desk, fair cloak rooms of ample size, a jacketed heater and some simple wall decorations. Unfortunately the doors of this building have been planned so as to open inward. It might still be advisable to add a blackboard in the front of the room. The building as it stands is a good beginning for a model rural plant. Additions could readily be made providing for play room, library, manual training and domestic science. Such additions would place this building in a class by itself as far as the present school plants in Sussex county are concerned.

QUINTON NO. 59

	Score	Perfect Score
I. Site	10	160
II. Building	10	200
III. Service Systems	16	250
IV. Class Rooms	50	225
V. Special Rooms	1	165
	87	1000

This old structure, hidden away as far as possible from the view of man in order that its dilapidated condition may not be known, is literally falling to pieces. Two or three jumps on the floor, on the part of an athletic person, might succeed in bringing the roof down upon his head. It is as near the pioneer type of school building as one can imagine. Its exterior is built of crudely milled boards, while its open brick foundation permits the wind to find its way with ease through the open cracks of the floor. The ceiling is only eight feet high and its joists still remain unhidden. The carved seats and broken-down stove belong to a previous generation of school equipment. The stove is peculiarly located in the center of the room with the teacher's desk between it and the front wall. It is conceivable that through this arrangement proper warmth is assured the teacher. It is hardly conceivable that the children at the outer walls ever experience a temperature of 67 degrees on cold winter days. In order to provide fuel, although the dense forest is immediately to the rear of the building, it apparently has been found necessary to appropriate clapboards from the wood shed. The homes in the immediate vicinity of this building are of the poorest type to be found in Delaware. They probably will remain of the poorest type as long as this building is used in its present state.



TRINITY NO. 73½

	Score	Perfect Score
I. Site	67	160
II. Building	66	200
III. Service Systems	65	250
IV. Class Rooms	97	225
V. Special Rooms	2	165
	297	1000

The Trinity school is a new one-room frame structure, without vestibule, on a brick foundation, approximately 24x32 in dimensions, standing on a small irregular site surrounded on two sides by open fields and on the third side by woods. The site, though unsatisfactory, is capable of extension and improvement should this prove to be the logical point for the location of the school building. The building proper is well painted and in good condition, and is supplied with an improved type of heater. The interior finish of the

class room is comparatively good and the blackboard space and equipment is better than the average found in the county. The glass area is low and the windows are distributed on two opposite sides of the room. One feature of this building is especially bad and should be corrected immediately, namely, the location of the toilets with respect to the air intake of the jacketed heater. The toilets, which are of the double compartment community type, are located $2\frac{1}{2}$ feet from the rear of the building and six feet from the air intake. This condition undoubtedly supplies the class room with foul-smelling, impure air. It is inconceivable that intelligent workmen would locate the toilets or the air intake in such positions. This district could easily and practically consolidate with the adjoining districts.



FAIRMOUNT NO. 82

	Score	Perfect Score
I. Site	90	160
II. Building	65	200
III. Service Systems	55	250
IV. Class Rooms	115	225
V. Special Rooms	2	165
	327	1000

Fairmount is a one-room structure with a ramshackle exterior but fair interior. It is located on an unattractive piece of land at a point where it does not appear to be accessible to a large number of children. It has an improved type of heater, wainscoting and pine board ceilings, and fair children's seats, although they are of the double variety. The toilets are located directly in the rear of the building and in close proximity to one another, without any barrier.



JOHNSON'S NO. 85

	Score	Perfect Score
I. Site	97	160
II. Building	86	200
III. Service Systems	65	250
IV. Class Rooms	141	225
V. Special Rooms	3	165
	392	1000

This school is a new one-room, frame building, 21x32, with concrete foundation and vestibule. It is located on a site approximately 100x150 feet, which is in good condition and well kept. The building is located on an excellent highway and is easily accessible. An excellent type of vestibule providing fairly satisfactory cloak rooms is included in the structure. The service systems, however, are much below the standard of the other features of the building. The class room is heated by a common stove. A pump is installed in the building. The outside toilets are in rather better condition and of better quality than found in other districts. The class room is the best feature of the entire situation. It is of good size and well shaped. Unfortunately the interior is finished in wood. This is not a standard type of finish. The blackboards are excellent and the glass area is adequate. The window area, in so far as the building plan is concerned, is not extremely bad. The windows have been banked on one side and three small windows have been placed high up on the opposite side of the room. These windows would not be seriously objectionable were it not for the fact that utter ignorance and stupidity have been shown in the arrangement of the seats. The seats and desks have been backed to the main source of light, thereby compelling the children to face all day long the two high windows in what has been made the front of the room. The seats should be turned in such a way as to place the main light source on the left of the pupils and the blackboards should be moved from the side of the room to the front. The seats and desks are of the single type of good quality and well selected as to size.

MUDDY NECK NO. 121½

	Score	Perfect Score
I. Site	58	160
II. Building	36	200
III. Service Systems	46	250
IV. Class Rooms	70	225
V. Special Rooms	2	165
	212	1000



MUDDY NECK SCHOOL

This is a very old one-room, frame building, without vestibule or protected entrance. It is approximately 15x24 in dimensions, located on a triangular site, too small to allow for any recreational program. It is in very bad state of repair and presents every poor feature, from lack of service systems to lighting on three sides. The equipment is inadequate, the only feature thereof which is at all passable is the provision made by the installation of new double seats. Double seats, however, are not acceptable under modern educational standards. If consolidation cannot be effected for the children of this district a new one-teacher school, built on modern lines, should be provided.

PINE HILL NO. 130

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	43	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	180	1000

Pine Hill school is a one-room frame structure, 13x26 in dimensions, standing on an open brick foundation, on a small cleared space in the midst of a dense pine forest. It is almost inaccessible from any public highway and very difficult to find. The building is very old and in a very bad state of repair. Because of its extreme age and poor condition the building represents no money loss if it should be abandoned. The location is in no way satisfactory for school purposes. The service systems are all either missing entirely or of the lowest possible grade. The class room, typifying poverty in every detail, is poorly lighted, windows being placed on three sides of the room, namely, left, rear and right. The door to the building is the type commonly found on a poor class of barns or outhouses. It opens outward and fastens with a thumb latch. In the twentieth century children should not be compelled to spend the formative period of their lives in a building, amidst an equipment at least a hundred years behind the times.

This building should be closed and the children that attend it transported to more advantageous educational facilities.

HOLLYVILLE NO. 132

	Score	Perfect Score
I. Site	68	160
II. Building	48	200
III. Service Systems	61	250
IV. Class Rooms	81	225
V. Special Rooms	3	165
	261	1000

The building is 20 ft. long by 16 ft. wide and rests upon a brick foundation. It has a corrugated metal roof upon which the rain no doubt beats down to the disadvantage of school discipline. Two rows of single seats have been provided besides the double seats that are in use in this building. Apparently the only reason why single seats were provided was because the building was too small

for double seats, as the single seats have been placed against the wall even where the dead wall spaces are to be found between win-



HOLLYVILLE SCHOOL

dows. The building would make a fair sized woodshed but is altogether unsatisfactory as a schoolhouse. Its outhouses are in wretched condition and in close juxtaposition to each other and the school. One outhouse may be reached by wading through water at certain times of the year.

MCNEAL'S NO. 156

	Score	Perfect Score
I. Site	40	160
II. Building	25	200
III. Service Systems	52	250
IV. Class Rooms	43	225
V. Special Rooms	2	165
	162	1000

The McNeal's school, locally and more appropriately known as "Hog Yard," is a one-room, frame building, approximately 16x22 ft. in dimensions, located in a small irregular, triangular clearing in an oak woods. Except for the narrow unimproved roadway running by the building the site is surrounded on all four sides by dense woods. The building is very old and in a very bad state of repair. The roof is moss grown and the open brick foundation offers little support to the building and no protection against cold winter storms to the floor of the class room. The site is too small and impossible



MCNEAL'S SCHOOL

of extension or improvement to meet standard requirements. The interior of the building, except for the improved heater is of the type one might have expected to find in the pioneer schoolhouse. It is dark, dirty and untenable for human beings, unless, as is the case with school children, they are compelled by law to attend. The meager equipment is of the poorest type and much abused. Old double seats badly carved and mutilated are extremely unsatisfactory, and the teacher's desk is of the same general character. The glass area is low, and the windows are placed on three sides of the room. There is no justifiable excuse for the use of this building for school purposes, and in the light of modern civilization it should be condemned and closed. The pupils should either be provided with a modern one-teacher school or transported to a graded school at some point agreed upon with neighboring consolidating districts.



FOREST PARK NO. 179

	Score	Perfect Score
I. Site	43	160
II. Building	29	200
III. Service Systems	34	250
IV. Class Rooms	56	225
V. Special Rooms	2	165
	164	1000

This is a very old one-room frame structure without vestibule. 15x28 in dimensions, located on a lot approximately 30x100 ft. in a pine woods. The building is in a very bad condition and not suitable for improvement or worthy of consideration or enlargement. It is heated by a common wood stove which has a sheet metal jacket.

It is poorly kept and the outhouses are poor in quality and insanitary in condition. The class room is the traditional four wall affair, with absolutely the minimum of equipment. The glass area is low and distributed on the left, right and front of the room. The nine square feet of blackboard space provided is to serve 30 pupils. Such a situation can call for but one recommendation, that being the speediest possible abandonment of the site and building for school purposes.

This district is so situated that consolidation is eminently feasible and preeminently desirable.

CHAPTER EIGHT
REPRESENTATIVE TWO-ROOM BUILDINGS
SUSSEX COUNTY

CHAPTER VIII

REPRESENTATIVE TWO-ROOM BUILDINGS SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative two room buildings of Sussex County.)

SLAUGHTER NECK NO. 4, ETC.

	Score	Possible Score
I. Site	66	160
II. Building	122	200
III. Service Systems.....	72	250
IV. Class Rooms.....	143	225
V. Special Rooms.....	6	165
	409	1000

Slaughter Neck School is a two-room, one-story building, comparatively new, cottage type, approximately 28x44 feet, standing on a triangular site partially surrounded by woods. The site is very inadequate and not easily possible of extension. The building is much better than the average found in Sussex County and some consideration has been given to the heating and ventilating of the class rooms. Improved types of heaters, supplying adequate heat and providing for ventilation, have been installed. The most undesirable feature of the building is the arrangement of the windows, the same being placed on three sides of the room. More than half of the desks in the class rooms are good type single desks. The arrangement of the class rooms is such that two can be thrown together for a community room. In this respect the building has a distinct advantage over other buildings in the county.

GUMBORO NO. 37, 146, 147

	Score	Perfect Score
I. Site	32	160
II. Building	35	200
III. Service Systems	37	250
IV. Class Rooms	92	225
V. Special Rooms	0	165
	196	1000

This school was built in 1912. It is a two-story, two-room structure of very ordinary appearance, resting on brick piers the open spaces of which are filled in with wood. There is apparently no school site outside of the sand upon which the school building stands. In other words the building borders on the highway. The six broken window panes on the front of this structure are characteristic of the entire building. The benches furnished children are extremely old and of the double type. A double bench is utilized by one of the teachers as a desk, a chair being placed behind it. The rooms are approximately 33x24. An improved heater has been supplied for the first floor, but none for the second floor. The stairway and vestibule are extremely elementary in nature. The orientation of this building is north and south. A minimum of sunlight is thus provided in the class rooms. The whole building presents a forlorn, unattractive prospect for the children for whom it is intended.

SYCAMORE NO. 44, 150

	Score	Perfect Score
I. Site	90	160
II. Building	42	200
III. Service Systems	52	250
IV. Class Rooms	98	225
V. Special Rooms	3	165
	285	1000

The Sycamore school is a two-story, two-room, rectangular type of structure, resting on a brick foundation with open spaces between piers. The rooms are fairly clean but are crudely furnished, carved old-fashioned desks predominating. The iron braces across the back and front of this building show that it is very poorly constructed. A jacketed heater is provided for the ground floor class room, but apparently a mere stove is considered sufficient for the children of the second story. The three windows on the right and left of the class rooms admit sufficient light but, of course, provide a tremendous amount of destructive cross lighting. The corn crib door of the main entrance and the badly supported front stairway do not give the building a very prosperous appearance. The blackboards of the class rooms are badly painted wood, which were supplanted years ago in progressive communities by high grade slate. There is no flag pole for this building. The general character of the community, as evidenced by farm buildings and the nature of the crops, leaves the impression that a much better school can be afforded in this district.

GOOD HOPE NO. 114, 184

	Score	Perfect Score
I. Site	15	160
II. Building	33	200
III. Service Systems	30	250
IV. Class Rooms	62	225
V. Special Rooms	1	165
	141	1000

The conditions to be found within this school are intolerably poor. The building itself is a rotting wreck. Its brick piers are breaking away, the roof leaks in a number of places and the interior appears as though a cyclone had passed through. It is located on a sand waste where no attempt has been made to improve the grounds.

WESLEY NO. 138

	Score	Perfect Score
I. Site	110	160
II. Building	105	200
III. Service Systems	90	250
IV. Class Rooms	135	225
V. Special Rooms	23	165
	463	1000

There is much about this building to be commended in contrast with the other buildings of Sussex County. It is an attractive, freshly painted, two-room, one-story structure, situated in a prosperous community and on good roads. The grounds are well kept and the grass cut. At the front of the school is a concrete platform and stair. No vestibule is provided. The interior is so arranged that the doors between the two class rooms may be moved back so as to permit the entire area of the two rooms to be used for auditorium purposes. This arrangement is satisfactory from one standpoint, but might have been much better planned by an architect trained in school architecture so as to prevent the very bad lighting which is found in the right-hand room. The arrangement that exists requires that the children in the left-hand room secure the majority of their light from the three windows on the right. It is unfortunate that these rooms were not both unilaterally lighted and that the windows on the front and rear were not omitted. The floors are in fair condition, while the entire appearance of the rooms is that of extreme care, and of a desire to furnish these children with better educational opportunities. New double seats in varying sizes have been provided. It was pleasing to note the variation in sizes, and yet unsatisfactory to find that this community was still buying double seats. The outhouses which accompany this building are the most substantial outhouses to be found in Sussex County. They have been made of well-joined boards which have been adequately painted. The houses are properly screened and moderately clean and free from defacement. It was unusual to find a stove in an outhouse in Sussex County. This was a feature of the Wesley School outhouses.

The people in this community have in this building the nucleus

for a modern school plant. Additions may readily be made to this building providing for manual training, domestic science and play purposes.

CANNON NO. 138½

	Score	Perfect Score
I. Site	112	160
II. Building	108	200
III. Service Systems	85	250
IV. Class Rooms	115	225
V. Special Rooms	3	165
	423	1000

In this prosperous, attractive community is to be found a two-room, one-story, frame structure of a better type. In the first place the yard presents an appearance of orderliness which is quite unusual, although its standard is not high when compared with that of similar communities in other states. The cinder paths leading to the front porch, the outhouses and fuel house are not to be found in many schools in Sussex County. The brick foundation is in excellent condition. The large cement front porch and stairway is unusual and to be commended. The class rooms are lighted on three sides, although the six windows on the long axis would have sufficed. If the rooms had been built without the windows on the front and rear much inconvenience would have been obviated for both teachers and pupils. The following characteristics of the equipment of this building were unusual for Sussex County: A thermometer in the class room, a good enameled sink, a bubbler drinking fountain, a large clock in one room and a varnished bookcase with glass doors. An improved type of heater was found, although located within the class rooms.

It is unfortunate that it was deemed necessary to retain the old carved desks (which are of the double variety) in one of these rooms. A better type of teacher's desk and a rope for the flag pole should be provided. This building can be made a rather satisfac-

tory school structure by the addition of a play room, manual training and a domestic science. Consolidation with other districts in the neighborhood is possible.



MIDWAY NO. 179

	Score	Perfect Score
I. Site	56	160
II. Building	54	200
III. Service Systems	69	250
IV. Class Rooms	100	225
V. Special Rooms	3	165
	282	1000

Midway is a comparatively new one-story, two-room, frame structure, without vestibule or corridor connections between the class rooms. It is located on an irregular site approximately 80x150 feet, with a graveyard and church adjoining. The site is impossible of adequate extension. The building proper is a bungled

attempt to meet crowded conditions of a one-room school by stringing out a second room on the end of the original one-room structure. Apparently no expert advice had been sought in the construction of the building. The building is heated by an improved type of jacketed heaters, but the other elements of service systems are extremely poor. The toilets are located down in the woods where they are almost inaccessible. The class rooms which are approximately 18x22 and 18 feet square respectively, are poorly equipped and poorly lighted. As soon as the necessary steps can be taken to perfect consolidation so as to bring together a larger number of children in order that a graded school may be had, this school should be closed.

CHAPTER NINE
REPRESENTATIVE SCHOOL BUILDINGS FOR
COLORED CHILDREN, NEW
CASTLE COUNTY

CHAPTER IX

REPRESENTATIVE SCHOOL BUILDING FOR COLORED CHILDREN, NEW CASTLE COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of New Castle County.)

NEWPORT DISTRICT NO. 106 (Colored)

	Score	Possible Score
I. Site	29	160
II. Building	49	200
III. Service Systems.....	52	250
IV. Class Rooms.....	83	225
V. Special Rooms.....	1	165
	214	1000

The Newport School for colored children is a one-room, rectangular, frame structure, very old and in poor condition. The environment of this school is a church, graveyard and potato patch. The site is scarcely larger than the building itself, and the entire situation is most deplorable. It is unfit in every respect for the housing of children.



TYPICAL OUTHOUSE



TYPICAL ENTRANCE



TYPICAL SEATS

 Typical equipment and facilities provided the colored children of Delaware.



NEWPORT SCHOOL

NEWARK NO. 110

(Colored)

	Score	Perfect Score
I. Site	39	160
II. Building	42	200
III. Service Systems	46	250
IV. Class Rooms	60	225
V. Special Rooms	0	165
	187	1000

This two-story, three-room frame building stands on a brick foundation on a very limited school site. The site is unattractive and wholly unsuitable for school purposes. No attempt has been made to provide opportunity for play for the children that attend school in these three rooms, and the interior of the building is dirty and unwholesome. The children that attend school here can

with difficulty be made to carry into their homes higher standards of cleanliness than prevail in this particular structure. The stairway leading to the second floor is poorly built and more or less of a fire trap. The wiring of the building for the limited lighting



THE TOILET FOR THE COLORED CHILDREN OF THE WILLIAMS-VILLE SCHOOL, DISTRICT NO. 113, NEW CASTLE COUNTY

provided does not conform to modern standards. It is quite possible that the wiring might cause fire dangers at any moment that the school is in session. The double seats which have been provided for the children are old and much worn. They should be supplanted by the single modern seat. The floors and walls are in poor condition. The outhouses are nothing less than a disgrace, and leave with the children no impression of proper sanitation and proper precautions in respect to health. In two of the rooms a modern jacketed heater has been installed. The entire plant is

totally inadequate for the 109 children who were registered during the past school year. It should be supplanted by a modern up-to-date structure, built on an ample site, and so equipped and maintained as to raise the standard of living and of ideals for all of the colored people of this community.



GLASGOW NO. 114

(Colored)

	Score	Possible Score
I. Site	56	160
II. Building	51	200
III. Service Systems.....	24	250
IV. Class Rooms.....	77	225
V. Special Rooms.....	1	165
	209	1000

The Glasgow School is a four-walled, frame structure, without vestibule or protected entrance. It has a tin roof and is in general

bad state of repair. It is located on a small triangular plot of worthless land adjoining low, swampy ground. On no single item considered does the building justify its use for school purposes. The total score of 209 out of 1000 justifies the recommendation that this building be closed to school children.



SCHOOL HOUSE

CHURCH

ST. GEORGES DISTRICT NO. 117
(Colored)

	Score	Possible Score
I. Site	37	160
II. Building	63	200
III. Service Systems.....	41	250
IV. Class Rooms.....	102	225
V. Special Rooms.....	3	165
	246	1000

The school for colored children in St. Georges is a one-room, rectangular, vestibuled type of frame building, located on a small

site in the rear of the colored church. As clearly shown in the picture, there is no opportunity for play and little possibility of the development of an adequate recreational ground. The building is poorly equipped, poorly lighted and unfit for school purposes.



NOTE--Marsh to the left with Canal boat back of it

DELAWARE CITY DISTRICT NO. 118

(Colored)

	Score	Possible Score
I. Site	8	160
II. Building	57	200
III. Service Systems.....	57	250
IV. Class Rooms.....	34	225
V. Special Rooms.....	4	165
	204	1000

This school building is a two-room, one-story, frame structure 24x48, located on a site 50x100 feet, with a marsh on one

side and a canal on the other. The rear of the school building is 30 feet from the edge of the canal along which boats are continually passing. Upon no part of the school ground at the time of the survey was it possible to walk without wading through water or mud. Two new toilet outhouses had recently been struck down in the mud alongside the edge of the marsh. The score on the site of this building is the lowest recorded in the experience of the Survey Commission.

The building itself, except for the Waterbury heater, is but little better than the environment in which it is placed. There can be little hope for the education or Americanization of children that are required to secure their education under conditions such as are found in this building.

MT. PLEASANT NO. 119

(Colored)

	Score	Possible Score
I. Site	75	160
II. Building	89	200
III. Service Systems.....	28	250
IV. Class Rooms.....	89	225
V. Special Rooms.....	2	165
	283	1000

Shelter and to a degree protection from cold, inclement weather is all this building has to offer the children that are supposed to attend it. It is disqualified and condemned on every major item of the score card and reference to the detail scores will further emphasize the educational lacks. It is of special note that this building has but one toilet for the two sexes and that in the class



MT. PLEASANT SCHOOL

Note arrow to the left of school house pointing to pig sty.

room the old wooden benches of a hundred years ago are still in use. The colored children of this district are entitled to better educational opportunities than can be afforded in this building.

MIDDLETOWN NO. 120

(Colored)

	Score	Possible Score
I. Site	125	160
II. Building	135	200
III. Service Systems.....	75	250
IV. Class Rooms.....	160	225
V. Special Rooms.....	5	165
	500	1000

This building was rated among the highest of the schools for colored children, and yet, as one reads the following list of recommendations, one wonders what kind of school buildings are provided colored children elsewhere in the state. The recommendations include: Improved drinking facilities, playground apparatus, the planting of trees and shrubs, the building of walks, the addition of a rope to the flagpole, the erection of new toilets, the addition of more windows in the small rooms of this building so that the proper percentage between floor area and window area may be maintained, the proper arrangement of blackboards in the large room, the repainting of the entire exterior of the building and a thorough scrubbing and cleaning of the interior. In arrangement of rooms and their illumination, provisions for heating, size of site and in equipment this school outranks the other colored schools of the state.

PORT PENN NO. 122

(Colored)

	Score	Possible Score
I. Site	73	160
II. Building	70	200
III. Service Systems.....	53	250
IV. Class Rooms.....	73	225
V. Special Rooms.....	2	165
	271	1000

Altho scoring above the medium for colored schools of the country, the Port Penn building is in every major respect far below acceptable standards. If the present location of the school should appear to be the most satisfactory, the size of the site should be extended by from four to ten acres and a properly planned building constructed. It seems fair to note that this colored school did have two toilets, altho they were in very unsatisfactory condi-



PORT PENN SCHOOL

tion. The building is heated by a jacketed heater of good quality and in this respect is better than others of its class.





CONGOTOWN NO. 123
(Colored)

	Score	Possible Score
I. Site	63	160
II. Building	54	200
III. Service Systems.....	22	250
IV. Class Rooms.....	57	225
V. Special Rooms.....	2	165
	198	1000

This building has nothing commendable about it except the improved highway which makes it fairly accessible. Its environment is not pleasing; the site is so small as to be of no consequence and the little that is not occupied by the building is overgrown with briars and bushes. The two sexes are provided with but one toilet, the condition of which is very bad. The adequacy of the class room is indicated by the very low score of 57 points out of 225. The building should be closed for school purposes and the site abandoned.



EBENEZER DISTRICT NO. 126

	Score	Possible Score
I. Site	17	160
II. Building	60	200
III. Service Systems.....	25	250
IV. Class Rooms.....	75	225
V. Special Rooms.....	0	165
	177	1000

The score on this building is extremely low. A more undesirable site can scarcely be imagined. The building is located in a marsh so low and wet that at the time of the survey stagnant water was standing under and about the building. Marsh grass several feet high covered practically the whole of the small site and the single toilet allotted to the children of this school must be inaccessible on account of mud and water thruout a good part of the year.

There are no steps at the entrance, the rise being two feet from the ground to the floor level. The room is lighted from three sides and no window shades are provided. School should not be conducted in this building for a single day longer than necessary to arrange transportation.

CHAPTER TEN
REPRESENTATIVE SCHOOL BUILDINGS
FOR COLORED CHILDREN
KENT COUNTY

CHAPTER X

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN KENT COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of Kent County).

CLAYTON NO. 136

(Colored)

	Score	Perfect Score
I. Site	43	160
II. Building	22	200
III. Service Systems	12	250
IV. Class Rooms	59	225
V. Special Rooms	0	165
	136	1000

This school is located on a limited area on the main road between Clayton and Smyrna. Its entrance stairway is in a decayed condition and cannot be used without extreme danger to those passing over it. The building itself is of the simplest board, box variety, with unpainted exterior and poorly decorated and painted interior. Its window panes are broken in some cases, boards are falling off the exterior, and its tumbled-down outhouses adjoin each other with cracked boards as the only partition between them. The building is poorly lighted, has a pretense of a vestibule, and apparently attempts are made to heat it through the medium of a

much-used unjacketed stove. Other provisions should be made immediately for housing these colored children when they are spending their time in securing the education to which they are entitled.



BLACKISTON'S NO. 137
(Colored)

	Score	Perfect Score
I. Site	32	160
II. Building	53	200
III. Service Systems	21	250
IV. Class Rooms	50	225
V. Special Rooms	0	165
	156	1000

This is a one-room frame building with unprotected entrance on the long axis of the building. It is in a dilapidated condition, and the entire surroundings are unsuited to the needs of the community. The grounds are overgrown with briars and bushes, and the entrance to the grounds is so low that at the time of the survey the building was almost inaccessible. The class room is lighted on three sides and is supplied with the very minimum of ancient and mutilated equipment.



BLANCO NO. 138
(Colored)

	Score	Perfect Score
I. Site	48	160
II. Building	39	200
III. Service Systems	19	250
IV. Class Rooms	49	225
V. Special Rooms	0	165
	155	1000

This is a one-room frame building, 18x30, with vestibuled entrance. The site is too small for present needs and is so located as not to be convenient of extension. The building scores but 19 points out of 250 on service systems and offers a minimum of class room facilities. The score by individual items and totals is sufficient justification for the recommendation that the building be abandoned.



SANDFIELD NO. 141
(Colored)

	Score	Perfect Score
I. Site	50	160
II. Building	30	200
III. Service Systems	21	250
IV. Class Rooms	52	225
V. Special Rooms	0	165
	153	1000

This is a very old frame building of the box type with open foundation. The building is 16x20, and the size of the site is indeterminate because of the fact that it is located in the woods, only the underbrush having been cut away to allow for the placement of the building. The elevation of the land is such that should this site be made permanent a large clearing would make a fairly desirable school site. The score of 30 out of 200 points on the building proper is indicative of the fact that little loss would be entailed in the complete abandonment of the building.



MARYDEL NO. 153
(Colored)

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	19	250
IV. Class Room	65	225
V. Special Rooms	0	165
	164	1000

The Marydel colored school is a one-room frame building, 18x20, located on a small indeterminate school site, joining a church yard. The building is very old and in a dilapidated condition. It is heated by a box wood stove and offers absolutely no facilities in the way of water supply or toilet systems. The class room and class room equipment are of the meagerest type and utterly unfit for use. The building should be closed and the children transported to a new building constructed upon a suitable site.

VIOLA NO. 156

(Colored)

	Score	Perfect Score
I. Site	65	160
II. Building	117	200
III. Service Systems	62	250
IV. Class Rooms	99	225
V. Special Rooms	0	165
	343	1000

This is one of the best schools in the county. It is an attractive, well-kept structure. It has vestibules, but needs new toilets. The grounds should be larger to give plenty of playground space for the children.

REEVES CROSSING NO. 159

(Colored)

	Score	Perfect Score
I. Site	29	160
II. Building	35	200
III. Service Systems	22	250
IV. Class Rooms	75	225
V. Special Rooms	0	165
	161	1000

In this one-room, non-vestibuled frame structure, approximately 21x18 ft., were housed in 1918-1919 forty-two children, and not enough seats were provided for these children, so that a number were required to use crudely fashioned wooden benches without a desk top and place for their books and school utensils. The building is located on a very poor site adjoining the railroad track. Upon this site has been expended little care so as to make it at all attractive for children. The double seats which are provided are of an inferior quality; the teacher's desk is of fair type, but practically no other equipment is furnished. There are no decorations, the room is heated by an old-fashioned stove, and a fair amount of slate blackboard space was provided. The interior had been cleaned on the Saturday before the opening of the school so as to make it fairly presentable for the first day. The two out-houses stand immediately to the rear of the school building and within about three feet of the building itself. They are not shielded from one another and altogether present a most undesirable situation.

JOHN WESLEY NO. 160
(Colored)

	Score	Perfect Score
I. Site	55	160
II. Building	15	200
III. Service Systems	20	250
IV. Class Rooms	70	225
V. Special Rooms	0	165
	160	1000

John Wesley school is nothing but a wretched, dilapidated hovel. It is not fit for the housing of any child. The clapboards are falling out, brick foundations decaying away and the roof rotting in places. It is unfortunately located near a cemetery and lacks sufficient playground area as well as playground apparatus. Children may with wisdom be kept at home rather than housed in such a structure for the purpose of "Getting an education."

MILFORD NO. 163
(Colored)

	Score	Possible Score
I. Site	63	160
II. Building	34	200
III. Service Systems.....	49	250
IV. Class Rooms.....	98	225
V. Special Rooms.....	2	165
	246	1000

The Milford school is located on a limited site in close proximity to a very unsanitary dumpheap. The outhouses of this building were in the usual insanitary condition. The building itself is one of the better frame buildings provided for colored children in the special school districts. The rooms are poorly lighted, mainly from three sides. The floors are in bad condition and the equipment very poor. The plaster had fallen off in places. The building has no protection from fire dangers. Its awkward stairway, unequipped with proper handrails, and its class room doors opening inward, would add considerably to the danger to the lives of children who were endeavoring to leave this building in a hurry. The four rooms provided in this building cannot be considered adequate for the 140 children of eight grades who were registered here last year. No place was provided these children for hats or wraps and no conveniences of any kind were afforded teachers or pupils. The common drinking cup was still in use.



Colored school at Milford, Delaware. One of the best of the frame buildings provided for colored children in the special school districts. It is unfortunate that the dumpheap is in such close proximity to this school. The outhouses for this building were in the usual insanitary condition. The site is small and no conveniences provided for teachers or pupils. This four-room school will not provide the type of education that children of a democracy ought to be getting.

CHAPTER ELEVEN
REPRESENTATIVE SCHOOL BUILDINGS
FOR COLORED CHILDREN
SUSSEX COUNTY

CHAPTER XI

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of Sussex County.)

ELLENDALE NO. 195 (Colored)

	Score	Perfect Score
I. Site	26	160
II. Building	30	200
III. Service Systems	37	250
IV. Class Rooms	46	225
V. Special Rooms	3	165
	142	1000

This is a very old, one-room, vestibuled frame building, 14x28, on a brick foundation in very bad condition. It is located in a churchyard and offers little opportunity for play or recreational facilities. Service systems are either entirely missing or of the most meager type possible. The class room is small, dirty and in general uninhabitable. The glass area is low and distributed on



ELLENDALE SCHOOL

three sides of the room, one of which the children are compelled to face. The building should not be used for school purposes and cannot be made by alteration into an acceptable school building.

FRIENDSHIP NO. 202
(Colored)

	Score	Perfect Score
I. Site	20	160
II. Building	30	200
III. Service Systems	6	250
IV. Class Rooms	55	225
V. Special Rooms	0	165
	111	1000

This is probably as poor a school building as can be found in

Delaware. Its score of 111 points indicates that practically nothing exists about this school which is worthy of mention. Torn, ragged, out-of-date maps are samples of the type of equipment. A floor full of holes and patched in places by nailing on a second layer of broken board indicates in what condition the interior of this structure was found. Weeds were actually growing through the floor of the schoolhouse. The majority of the blackboards were painted wooden boards with a large part of the paint worn off. The building is located in what was once a clearing on a forest road, in the midst of a dense forest. The clearing had become overgrown to such an extent that it was impossible to see the outhouses, if there were any, from the road. The State of Delaware should not permit this building to be used as a schoolhouse a moment longer than it will be necessary to build a high-grade, modern plant for these children.



MILLSBORO SCHOOL

MILLSBORO NO. 204

(Colored)

	Score	Perfect Score
I. Site	62	165
II. Building	35	200
III. Service Systems	7	250
IV. Class Rooms	67	225
V. Special Rooms	0	165
	171	1000

This school is situated on a very limited, triangular plot, backed by a forest which practically overtops the schoolhouse itself. The shutters, outside steps, pump and windows are among the parts of this building that were broken down. Some of the brick piers are rotting away. The interior of this building could be barren in no greater degree. There is absolutely no indication of any effort for making the interior of this building attractive. No decorations of any kind appear. The wood stove cannot possibly provide sufficient warmth for the children in winter. There seems to be only one toilet to be used in common by both sexes.

WHARTON'S BRANCH NO. 205

(Colored)

	Score	Perfect Score
I. Site	32	160
II. Building	13	200
III. Service Systems	26	250
IV. Class Rooms	24	225
V. Special Rooms	2	165
	97	1000

Wharton's Branch Colored School is housed in a very old one-room, one-story frame building, which is located on a small, irreg-

ular site, approximately 100x150 feet, surrounded on three sides by oak woods and underbrush. The building is 14x20, of the non-vestibuled type, lighted from three sides with the seatings so arranged as to compel the children to face an open window. The entire structure is in the last stages of decay. From the exterior one would never suspect that school children would be housed in such quarters. The



WHARTON SCHOOL

interior is no more satisfactory than the exterior. The ceiling is seven and one-half feet high and the floor, which is badly worn, is sagging down at either end to such an extent that it is out of level by as much as twelve inches. This building has absolutely nothing to recommend its continued use for school purposes, and everything to warrant the recommendation that it be closed, and that in its place a modern school structure be provided.

SELBYVILLE NO. 210
(Colored)

	Score	Perfect Score
I. Site	55	160
II. Building	70	200
III. Service Systems.....	33	250
IV. Class Rooms.....	69	225
V. Special Rooms.....	2	165
	229	1000

This is an old, rectangular, one-room building, 16x24. It is without vestibule or protected entrance, in general bad repair, though recently painted. It cannot be said to have any site of its own, for it is located on the corner of a churchyard. It is on the main highway, but is reached by a rather circuitous route through unimproved lanes and passageways through corn fields. Although only 16x24 feet in size, it has crowded into it seats for 40 pupils. The seats are arranged in such a way as to require the children to face four open windows. For such time as the building must be used for school purposes the two windows in the end of the room opposite the door should be closed and the seats arranged to face in that direction. The building has nothing to recommend its continued use for school purposes, and at the earliest possible time a new and adequate structure should be provided at some point more advantageous in every way than is the present location.

LOWES X ROADS NO. 212
(Colored)

	Score	Perfect Score
I. Site	40	160
II. Building	25	200
III. Service Systems.....	15	250
IV. Class Rooms.....	30	225
V. Special Rooms.....	0	165
	110	1000

This old and rotten hulk, hidden away in the woods, is about ready to tumble down. The window panes are out and the interior is musty, moldy, dirty, stinking and utterly impossible from the standpoint of educational needs. The desks are of the old board type. The building has nothing to recommend it and every element about it condemns it.

PORTSVILLE NO. 214

(Colored)

	Score	Perfect Score
I. Site	70	160
II. Building	30	200
III. Service Systems.....	16	250
IV. Class Rooms.....	41	225
V. Special Rooms	0	165
	157	1000

The Portsville Colored School is situated in close proximity to a new church which is fully 500 per cent better than the school-house. This is a dirty structure, within and without, with aged, unvarnished walls, cracked blackboards of painted wood and slate, with totally inadequate window area for lighting the interior. The floors are worn and poor, the woodwork unpainted and the ceiling but eight feet from the floor. Apparently, a common outhouse does service for both sexes, while the pump from which the drinking water is drawn is within fifteen feet of this common toilet. The old wood stove and the new teacher's desk stand in striking contrast. The school is situated in a poverty-stricken community. The only hope for this community is for the State to step in and provide a structure which will permit some of these children to get a training which will fit them for their future work. If the brick piers underneath the structure are not repaired soon the building will run the danger of being lowered to the ground.

CONCORD NO. 216

(Colored)

	Score	Perfect Score
I. Site	40	160
II. Building	40	200
III. Service Systems.....	25	250
IV. Class Rooms.....	50	225
V. Special Rooms	0	165
	155	1000

This wretched structure is mounted on brick piers which rise as high as two feet from the shifting sand base. The dimensions of the class room are approximately 18x30, while only six windows have been provided, size $2\frac{1}{4} \times 3\frac{1}{2}$, and the percentage of window area to floor area is far below the acceptable standard of from twenty to twenty-five per cent. An old, tumbledown, battered stove is relied upon to heat the interior, which is lined throughout with wood sheathing. The floor might well be given a second covering, since, because of the large open area underneath and the open nature of the floor, an overabundance of ventilation is undoubtedly provided in winter. A quaint painted box has been provided as a teacher's desk. The broken-down front stairway and the skeleton of a woodshed are fit complements to this structure.

TRINITY NO. 221

(Colored)

	Score	Perfect Score
I. Site	30	160
II. Building	17	200
III. Service Systems.....	19	250
IV. Class Rooms.....	52	225
V. Special Rooms.....	0	165
	118	1000



TRINITY SCHOOL

This building is a one-room frame structure, without vestibule. It is approximately 18x32 feet in dimensions. The character of the foundation could not be ascertained without the removal of boards, which were buried in the ground. The roof is moss-grown, and the entire building is in the last stages of decay. It is located in a churchyard at the intersection of poorly graded, unimproved roads. The building is heated by a box stove. It has neither clock nor bell; no provision has been made for either drinking or washing facilities and no toilet accommodations whatever are provided. The glass area of the class room is less than one-half of what it should be, and what it has is distributed on opposite sides of the room. No window shades are supplied and no provision made for cloak rooms. The only commendable feature of the building is the new double desks which have been installed. These are in good condition, but double desks do not meet standard requirements. This building

should be abandoned absolutely and the children of the community provided with a new and modern schoolhouse.



HOLLYVILLE NO. 224

(Colored)

	Score	Perfect Score
I. Site	73	160
II. Building	37	200
III. Service Systems.....	46	250
IV. Class Rooms.....	84	225
V. Special Rooms.....	3	165
	243	1000

The Hollyville Colored School is an old, one-room frame structure, without vestibule or protection of any kind over the entrance. The building is approximately 14x18 feet in dimensions and is located on a rectangular site at the intersection of poorly graded, unimproved roads. The present site is too small to meet the standards with respect to this item, but the location of the building would per-

mit of the site being extended by clearing away more of the pine forest which surrounds the present site. The building is of such a primitive character, so old and dilapidated as not to be considered possible as even a nucleus for a new structure. The building is heated by a primitive wood stove and the other service systems of the building are of the same general type. The class room is lighted from two sides and the class room equipment is very old. In fact, the pupils' seats and desks and the teacher's desk are the old handmade type of furniture. The accompanying picture is that of the interior of the room, showing both the pupils' and teacher's desks. Regardless of the very primitive nature of both the equipment and the building and of the entire situation, some one has been making the best of a very bad job, for the room was neat, clean and as attractive as such a room could be made.

PART TWO

**THE MEASUREMENTS OF THE SCHOOL
BUILDINGS OF DELAWARE**

PART TWO

THE MEASUREMENTS OF THE SCHOOL BUILDINGS OF DELAWARE

For the reader who is anxious to acquaint himself with the methods employed in surveying the school buildings of Delaware, and for one who would know all the facts recorded by the survey, this section, with its tables of scores and score card, has been prepared. The score card and the detail of standards accompanying it have been developed over a period of five years of study and investigation of school buildings throughout the country. The standards set by the various States, the work accomplished by architects and builders, handbooks of architecture and the like were used in the study of the situation which led to the development of the score card.

The idea of a score card has been common over a considerable period of years, especially in the work of agricultural colleges. There is a manifest advantage in the score card in that it fixes attention upon all of those qualities or elements which go to make up the perfect whole desired. Individuals, in judging school buildings, not infrequently think mainly in terms of two or three elements which seem to them to be of primary importance and often neglect other parts of the building which are, when one stops to consider them, of equal value. In making the score card it was necessary, first of all, to include as nearly as possible all of those details which go to make up the perfect school building. It was, of course, desirable, in so far as it was possible, to include under a few main heads all of the subordinate factors. After a very considerable amount of experimentation, the items Site, Building, Service Systems, Class Rooms and Special Rooms were decided upon as the main heads. The score card is accompanied with a set of detailed standards for each of its sub-items, in the light of which the score for each item is obtained.

A school building which meets all of the standards proposed in the score card is rated at 1000 points. Experience resulting from the

application of the score card to hundreds of school buildings in various sections of the United States suggests that a score of 900 to 1000 points indicates a highly satisfactory degree of construction and equipment. In fact, in only a few minor respects does such a building deviate from acceptable standards.

A rating between 700 and 900 points is fairly satisfactory. Such a rating should be studied in the light of its component parts. Slight building alterations, the need for which will be indicated by the low scores allowed on such items, will tend to raise considerably the score of a building in this group. A score of 500 to 700 points has meant that considerable alteration was needed before these buildings could be brought to a satisfactory standard of efficiency.

When scores of buildings have fallen below 500 points, it has been the universal judgment of those who have built the score card that speedy abandonment of those buildings for school purposes was the only justifiable course to be followed. In all instances where scores of 500 points or less have resulted it has seemed that expenditures for repairs and reconstruction would be highly excessive. It has also seemed that there was little possibility, even with the expenditure of relatively large sums of money, to secure as a result of such repairs and reconstruction a building which was suitable for school purposes. The score card and the detail of standards accompanying it follow:

SCORE CARD FOR VILLAGE OR RURAL SCHOOL BUILDINGS OF FOUR TEACHERS OR LESS

I—Site (160) ().....			
A. Location			65
1. Accessibility	30		
2. Environment	35		
B. Drainage			40
1. Elevation	20		
2. Nature of soil	20		
C. Size, form and use	45		45
D. Flagpole	10		10
II—Building (200) ().....			
A. Placement			40
1. Orientation	25		
2. Position on site	15		
B. Gross Structure			90
1. Type	20		
2. Material	10		

3. Height	10	
4. Roof	5	
5. Foundation	10	
6. Walls	10	
7. Entrances	10	
8. Aesthetic balance	5	
9. Condition	10	
C. Internal Structure		70
1. Stairways, vestibules and corridors....	25	
2. Basement	30	
3. Color scheme	10	
4. Attic	5	
III—Service Systems (250) ()..		
A. Heating and Ventilation		55
1. Kind	20	
2. Installation and distribution	10	
3. Air supply	15	
4. Fans and motors	5	
5. Temperature control	5	
B. Fire Protection		20
1. Apparatus	5	
2. Fireproofness and fire doors.....	5	
3. Exits	5	
4. Light installation	5	
C. Cleaning System		25
1. Kind and equipment	10	
2. Efficiency	15	
D. Artificial Lighting		20
1. Gas or electricity	5	
2. Outlets and fixtures	10	
3. Illumination	5	
E. Schedule and Emergency Equipment.....		20
1. Clock	5	
2. Bell	5	
3. Telephone	5	
4. First aid	5	
F. Water Supply System		50
1. Drinking	20	
2. Washing	15	
3. Bathing	5	
4. Hot and cold	10	
G. Toilet Systems		60
1. Placement	15	
2. Fixtures	10	
3. Adequacy	10	
4. Seclusion, sanitation and condition....	25	
IV—Class Rooms (225) ().....		
A. Arrangement	10	10
B. Construction and Finish		80
1. Size	20	
2. Shape	15	
3. Floors	10	
4. Walls	5	
5. Doors	5	
6. Closets	5	
7. Blackboards and bulletin boards.....	15	
8. Color scheme	5	
C. Illumination		60

1. Class area	30		
2. Window placement	20		
3. Shades	10		
D. Cloakrooms and Wardrobes	20		20
E. Equipment			55
1. Seats and desks	30		
2. Teachers' desks	5		
3. Other equipment	20		
V—Special Rooms (165) ()...			
A. Rooms for General Use.....			80
1. Play room	20		
2. Community room	30		
3. Library	20		
4. Lunch room	10		
B. Officials' Consult. Rm.	20		20
C. Other Spec. Serv. Rooms.....			65
1. Industrial Arts	30		
2. Household arts	30		
3. Fuel room	5		
Totals	1000		1000

MINIMUM AND OPTIONAL STANDARDS FOR VILLAGE AND RURAL SCHOOL BUILDINGS OF FOUR TEACHERS AND LESS STATE OF DELAWARE

NOTE.—The standards mentioned under each item below are the minimum standards. Optional standards are specified in each instance where such are allowed.

I. SITE.

A. LOCATION.

1. Accessibility:

- a. Location near intersecting main highways if possible.
- b. Centrality (present and future) desirable, but secondary to (a); not more than 2 miles from farthest home served, unless transportation at public expense is provided.

2. Environment:

- a. Sanitary and healthful—not adjacent to farm houses, barns, stock pens, open ditches, swamps, ponds or dense woods.
- b. Free from disturbance by noise or mal-odors of railroad trains, mills, factories and the like.

B. DRAINAGE:

1. Elevation:

- a. Natural elevation preferred—slope away from building.
- b. Site should be underdrained with tile whenever necessary.

2. Nature of Soil:

- a. Quick drying, sandy loam, fertile and well adapted to vegetation.

C. SIZE, FORM AND USE:

- a. Size—A minimum space of four acres, thus providing space for adequate playgrounds, athletic field, school garden and pleasing location of building.
- b. Form—Should be rectangular in shape, approximately 300 ft. by 550 ft., allowing for location of building on end or corner with well adapted space for playgrounds and garden.
- c. Use—Grounds should have modern play apparatus, athletic field, and school garden.

D. FLAGPOLE:

Preferably on grounds in front of building—pole higher than building.

II. BUILDING.

A. PLACEMENT:

1. Orientation—Light exposure of class rooms should be, in order of preference, southeast, east, southwest, west. Class rooms should not have full north or south light exposure.
2. Position on Site:
 - a. Greatest possible utilization of grounds for play and gardening purposes.
 - b. Should allow for future additions and expansion of plant.

B. GROSS STRUCTURE:

1. Cottage type; three or four teacher-building should be planned in T, E, or U type, thus allowing for easy additions.
2. Materials—Hardburned brick, concrete, hollow tile stuccoed, or stone. Wood, constructed along lines of modern fire-resistive methods.
3. Height—One story above basement.
4. Roof:
 - a. Sloping, of wood, shingle, slate or tile, waterproof, properly sloped for drainage.
 - b. Provided with eave gutters and leaders emptying into cistern connections or other outlets.
 - c. Metal guards near eaves to prevent snow slides.
5. Foundation:
 - a. Concrete or masonry walls with wide footing.
 - b. Should extend below maximum freezing line.
 - c. Wall inclosing basement should be made waterproof and damp proof.
6. Walls:
 - a. Walls of hard brick laid in cement mortar, re-inforced concrete, masonry, hollow tile or wood.
 - b. Outer walls of masonry buildings should be furred.
 - c. If built of wood, fire stops of metal, asbestos or brick should be inserted to prevent rapid spread of fire through building.
7. Entrances:
 - a. Number:
 - (1) One or two teacher-building, one or more entrances, 6 to 8 feet in width with porch reached

- by concrete steps, 6-inch risers, 12-inch non-slip treads.
- (2) Three or four teacher-building, should have at least two entrances.
- (3) Outside entrance to heating system, if located in basement.
- (4) Community room, if located in basement, should have convenient outside entrance, allowing use of room during school hours without disturbing school activities.
- b. All entrances should be kept free from outside obstructions.
- c. Doors:
 - (1) Two pairs of double doors opening outward, substantial but not so heavy as to be out of proportion to the strength of small children who will open them.
 - (2) Should be provided with panic bolts, checks, and provisions for holding open.
 - (3) Size: $3 \times 7\frac{1}{2}$ to 8 feet.
- 8. Aesthetic Balance:
 - a. Symmetrical and pleasing in effect without ornamentation which does not contribute to strength or utility.
- 9. Condition—Painted and in good repair.
- C. INTERNAL STRUCTURE:
 - 1. Stairways, vestibules and corridors:
 - a. Stairways:
 - (1) Constructed of fireproof material.
 - (2) Width $4\frac{1}{2}$ to 5 feet, 12-inch treads, 6-inch risers.
 - (3) Landings—should equal in width the length of the treads.
 - (4) Lighting—natural, as well as artificial, light should be provided in adequate amount.
 - (5) Storage rooms located under stairways will not be approved.
 - Optionals:*
 - (1) When leading to part of basement containing heating apparatus, should be closed off at base by fireproof doors.
 - (2) Sanitation—Where angles and corners would otherwise occur in stairway construction, the plans should provide for concaved surfaces (coves), thus preventing the accumulation of dust, dirt and germ-carrying filth in places inaccessible to brooms and brushes.
 - b. Vestibules:
 - (1) 8 to 12 feet wide.
 - (2) So arranged as to serve as storm door entrance, preventing cold drafts of air entering school room or corridor when outer doors are opened; should not be used as cloak room.
 - Optional:* Metal foot scraper mat flush with floor in vestibule.

- c. Corridors—Essential to 3 and 4 room plan:
 - (1) Should provide easy access to class rooms and exits with least possibility of congestion.
 - (2) Construction:
 - (a) Material: Hard maple or hard pine or battleship linoleum glued on wood floor.
 - Optional:* Cement overlaid with battleship linoleum.
 - (b) Width: 7 to 10 feet.
 - (c) Doors: All class room and special room doors should open into corridor; glazed in upper portion.
 - (d) Lighting: Adequate natural light, sunshine if possible, with provision for artificial lighting.
 - (e) Heating: Should be as well heated as other parts of building.
 - Optional:* Sanitation: All intersecting surfaces should show cove finish, preventing accumulation of dust and dirt.
 - (3) Should be free from projections or obstructions.
 - Optional:* Pleasing effect: Should be made attractive by furnishing with pictures, friezes, busts, plants and the like.

2. Basement:

- a. Depth below grade: except for heating plant and fuel room, basement should not extend more than $3\frac{1}{2}$ feet below grade.
 - b. Heating plant and fuel room should be separated from rest of basement by fireproof masonry walls and fireproof ceiling, with self-closing fire doors.
 - c. Floors and walls should be damp proof.
3. Color Scheme. See Class Rooms.
4. Roof Space: Properly ventilated.
- Optional:* This type of building may be built without basement if desired.

III. SERVICE SYSTEMS.

A. HEATING AND VENTILATING:

1. Definitions; Kinds of Systems:

- a. Direct heating: Direct heating is provided where stoves or steam radiators in the class room furnish the necessary heat.
- b. Indirect heating: Where heat radiating apparatus is not located in the room to be warmed but in the basement or some other portion of the building.
- c. Combined: A combination of direct and indirect heating is often utilized in the heating of school buildings.
- d. Natural system of ventilation: Dependence for ventilation placed upon the use of windows.
- e. Gravity system of ventilation: The gravity system of ventilation involves indirect heating, with a vent stack

for the passage of foul air, having the opening at the school room floor. Fresh air is taken from without the building and passed over the source of heat before entering the school room. Provision may be made for the acceleration of the foul air by maintaining a source of heat in the foul air duct.

- f. Forced ventilation: A fan forces the fresh air over radiators into the supply ducts and thus into the class room.

2. Installation and Distribution:

- a. Warm air furnace or steam heating plant located in fireproof enclosure in basement. All exposed air ducts and steam lines well insulated.
- b. When steam is used, radiators located under class room windows, bracketed to wall—no legs or supports resting on floor—5 inches from floor, 3 inches from wall.
- c. Warm air inlets 8 feet from floor, individual ducts leading from source of heat to each outlet. Ventiduct opening off floor level. Both openings without gratings.

3. Air Supply:

- a. Supply 1800 to 2000 cubic feet of air per hour to each child in the class room.
- b. Maintain temperature of 65 to 68 degrees F on coldest days without recirculation of air by reprehensible practice of closing dampers in ventiducts and exhausts.

4. Temperature Control: Automatic where system permits. Thermometer located on breathing plane of children.

B. FIRE PROTECTION SYSTEM:

1. Apparatus:

- a. Small hand fire extinguishers easily accessible from any part of the building. Should be one in each school room and one near heating plant.

2. Fireproofness: Desirable from standpoint of security and durability of structure. Not essential to safety of occupants if exits are well planned. Door leading to furnace room should be fireproof and self-closing. Furnace room should be fireproof.

3. Exits: No part of building, including basement, should be without direct and unobstructed passage to outside of building.

4. Light installation: Electric wiring and lighting fixtures installed in accordance with the latest rules of the National Board of Fire Underwriters. Inspection and certificate of approval by underwriters required. Acetylene, gas or gasoline tanks located below surface at safe distance from building, with connections that meet underwriters' standards.

C. CLEANING SYSTEM: Kind and Equipment:

1. Oil brushes, cleaning compound and dust cloths. Corn brooms and feather dusters should be excluded for cleaning purposes.

Option: Portable vacuum cleaner.

2. Efficiency: All parts of building and equipment should be neat and sanitary. All cleaning should be done outside of school hours.

D. ARTIFICIAL LIGHTING SYSTEMS:

1. Kind: Electricity or Gas.
2. Outlets and fixtures: 6 to 9 per class room; special attention to lighting of auditorium or community room.
3. Standard illumination: 9-foot candles at each desk with no glare, shadows or light in direct line of vision.
4. Electric generator for light where no public electric service exists.

E. SCHEDULE AND EMERGENCY EQUIPMENT:

1. Clock for each class room.
2. Electric gong desirable. Hand bell or belfry signals allowable as substitutes.
3. Telephone connection.
4. First aid case with complete emergency equipment available in case of minor accidents.

F. WATER SUPPLY SYSTEM:

Source of water: (a) Community water system; deep drilled, bored or driven wells precluding possibility of surface drainage or contamination. Dug wells or springs not acceptable.
(b) Water periodically tested by State College.

Optional: Connections—Building should be equipped with pressure tank, gasoline or motor driven pump and complete water supply piping and fixtures.

1. Drinking:

- a. One automatic bubbling fountain of type preventing mouth coming in contact with bubbler for each fifty pupils.
- b. Should be located in corridor with provision for easy use by small children.
- c. Drinking facilities should never be placed in toilet rooms.
- d. Individual drinking cups required where drinking fountains are not installed.

2. Washing: Wash bowls adapted to height of children, in toilet rooms and work rooms.

Sinks: Should be located in work rooms, basement and janitor's closet.

3. Soap and Towels: Liquid soap and paper towels furnished.

Optional:

- (1) Hot and cold water supplied to above washing facilities.
- (2) Bathing: Provision for shower bath in school buildings:
- (3) Separate hot-water heater.

G. TOILET SYSTEM:

1. All toilets placed inside of buildings on same floor as class rooms. Separate toilets provided for teachers.

Optional: Separate toilet may be provided for janitors.

2. Fixtures:

- a. Porcelain seats of open type with individual flush. Height adapted to children.
 - b. Boys' individual urinals of porcelain.
3. Sewage disposal plant with septic tank and filtration field, or chemical toilet, or sewer connection.
4. Adequacy: One seat for each 25 boys or fraction thereof; one urinal for each 15 boys; one seat for each 15 girls.
5. Seclusion, Sanitation and Condition:
 - a. Seclusion: Non-communicating, sound-proof walls between adjoining rooms provided for the two sexes. Entrances to toilet rooms well screened. Stalls with light swinging doors for each seat.
 - b. Sanitation and condition: Light, airy rooms; sunshine desirable. Separate duct for ventilating purposes; exposed plumbing, non-absorbent floors and walls. All interior walls finished in moisture-proof cement painted white, capable of being washed. No demarkation or defacements permitted to remain in any toilet rooms.

IV. CLASS ROOMS.

A. ARRANGEMENT:

Easy of access to exits. Minimum of congestion in passing to and from rooms.

B. CONSTRUCTION AND FINISH:

1. Size:
 - a. 18 sq. ft. of floor space and 200 cu. ft. of air space per pupil as minima.
 - b. 22x28x12, seating 30 pupils.
24x32x12, seating 40 pupils.
2. Rectangular: Seated on the long axis.
3. Floors: Hardwood.
Optional: Wood overlaid with battleship linoleum.
4. Walls and Ceiling: Standard-hard, smooth, non-gloss finish plaster. Picture mold and wall space for pictures, maps and the like should be provided.
5. Doors: Substantial but not heavy, 3 ft. x 7 ft. opening outward. No raised thresholds across door openings.
6. Closets or closed cases: At least one in each class room providing space for supplies, books, globes, etc.
7. Blackboards:
 - (a). High grade slate, 4 ft. wide, mounted with firm backing, perfectly butted and shaved joints. Height from floor should vary with age of children. For lower grades 24 inches, upper grades 32 to 36 inches. Should run full length of front wall and wall-opposite windows. No blackboard should be placed on window wall.
 - (b). Bulletin boards.
8. Color scheme: Walls light buff, light green or light gray; ceilings white or very light cream. Woodwork and furniture to harmonize in tone in dull finish.

C. ILLUMINATION:

1. Glass area equal to $1/5$ to $1/4$ of floor area.
2. Window placement: Unilateral from pupils' left, banked as closely as construction will permit, extending from rear of room to within 7 ft. of front wall. Sill of window from 3 to 4 ft. from floor and top as near ceiling as possible. Mullions not more than ten inches in width.
3. Shades: Double mounted at center of window or adjustable, one pulling each way; light tan or straw color; in good condition and repair.

D. CLOAKROOMS AND WARDROBES:

Ample space for winter wraps for full capacity of class room. Rack for umbrellas. Adequate heat and independent foul air vent. Separate from corridors and class rooms. Hooks or hangers in cloakrooms placed at heights to conform to the size of children expected to use for the class rooms for which cloakrooms are provided. Adequate shelving should be provided in cloakrooms for children's lunch boxes.

E. EQUIPMENT:

1. Seats and desks: Should be individual, adjustable, and *adjusted*.
Optional: Movable chairs are preferable to screwed-down seats.
2. Teachers' desks: Substantial, attractive, adequate to needs, not mounted on platform.
3. Other equipment: Maps, globes, stereopticon, books, pictures, phonograph, etc.

V. SPECIAL ROOMS.

A. ROOMS FOR GENERAL USE:

1. Play room: Basement, space of class room size or greater. One each for boys and girls. Movable furniture.
2. Community room: Provided in basement (space otherwise used as play room). Must have convenient outside entrance. Class room and adjoining spaces for household and industrial arts may be used for community purposes where movable furniture is installed.
3. Library: Not less than 80 sq. ft. for one teacher school and increasing in size with the number of teachers and pupils. Book shelves, library tables and chairs. Well selected books. Well lighted and attractive. Teacher control.
4. Lunch room: Tables, chairs, and provision for serving hot lunches or supplementing children's lunch with hot soup, cocoa and the like.

B. SCHOOL OFFICIALS' CONSULTATION ROOM: General purpose; room to serve as teachers' room, visiting nurses' quarters, school board meetings, and private conferences of teachers with pupils, parents, and school officials.

C. OUTER SPECIAL ROOMS:

1. Industrial Arts space with benches, tools, stock rack and lockers. Teacher control from class room.

2. Household Arts space equipped for teaching cookery and sewing. Teacher control from class room.
3. Fuel Room: Inside building convenient to heating apparatus. Dustproof and capable of being closed off from class room or heating room.

Optional: Fireproof ash bin in basement in lieu of ash cans.

In the table which is given below there appears a number of school buildings, with the score assigned to each, within a range of 50 points. The number of buildings receiving such scores is given for each of the three counties of the State and for the State as a whole.

TABLE I

Total 1000	New Castle	Kent	Sussex	State
0- 49				0
50- 99			1	1
100- 149			6	6
150- 199	3	2	16	21
200- 249	16	24	32	72
250- 299	19	24	47	90
300- 349	14	16	19	49
350- 399	11	7	13	31
400- 449	9	1	5	15
450- 499	3	1	1	5
500- 549	2			2
550- 599				0
600- 649				0
650- 699	1			1
700- 749				0
750- 799				0
800- 849				0
850- 899				0
900- 949				0
950-1000				0
Total	78	75	140	293
25 Percentile	250.31	233.89	217.75	230.77
Median	302.56	272.96	264.95	275.00
75 Percentile	378.55	318.52	306.89	329.35

This table reads as follows, beginning on the fourth line, from the top and reading under the heading New Castle County: Three school buildings were rated between 150 and 199 points. Still reading across the table horizontally, two buildings in Kent County were rated between 150 and 199 points. When we come to Sussex County we find in the column of figures given that one building rated

between 50 and 99 points; that six buildings (reading down the column) rated from 100 to 149 points and sixteen buildings from 150 to 199 points. Any other line or column of the table may be read in the same manner.

The summary of this table is given below it, expressed in 25 percentile, median and 75 percentile. The 25 percentile is the point on the scale of 1000 points below which 25 per cent. of the buildings fall. The median is the point on the scale below which 50 per cent. of the buildings fall and above which 50 per cent. of the buildings are found. The 75 percentile is the point on the scale above which 25 per cent. of the buildings score and below which 75 per cent. of them score.

For the whole State it will be observed that one-half of the school buildings were scored below 275 points and half of them above that score; that one-quarter of the buildings were scored below 230 points and that one-quarter of the above buildings were scored above 329 points.

It is not necessary to comment to any extent upon these scores.

TABLE II
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SCHOOL SITE

(Site— 160)	New Castle	Kent	Sussex	State
0- 9			2	2
10- 19			6	7
20- 29		1	5	20
30- 39	2	4	13	19
40- 49	1	10	14	38
50- 59	6	22	22	63
60- 69	8	12	16	37
70- 79	9	8	19	40
80- 89	13	6	11	31
90- 99	14	2	2	16
100-109	12	3	2	14
110-119	9	0	0	3
120-129	3	2		3
130-139	1			0
140-149				0
150-160				0
Total	78	75	140	293
25 Percentile	71.50	57.75	49.00	55.32
Median	87.83	66.95	62.94	66.00
75 Percentile	103.75	81.81	78.38	86.75

It is evident that if one accepts the standards proposed, these one to four teacher schools do not, except in three cases, reach even a minimum of 500 points on the scale, and they are, therefore, in the judgment of those making the investigation, fit only for some use other than that for which they are now designated. Delaware needs to rebuild her rural school buildings.

In order to indicate clearly the basis upon which the gross score was arrived at, the five more important items for which buildings were scored appear in the tables which follow, for each of the three counties and for the State, and are read as was Table I.

160 of 1000 points are allowed for the School Site. In the State of Delaware half of the buildings were scored below 66 points. Three-quarters of them were scored below 86 points, which is just over half of the total points allowed where adequate sites are provided.

For the gross structure of the building, 200 points are allowed out of a total of 1000 for the type of building scored.

TABLE III
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
GROSS STRUCTURE OF BUILDING

(Building— 200)	New Castle	Kent	Sussex	State
0- 9				
10- 19			3	3
20- 29		1	3	4
30- 39	3	3	15	21
40- 49	5	10	23	38
50- 59	14	17	28	59
60- 69	13	16	31	60
70- 79	10	19	19	48
80- 89	12	2	5	19
90- 99	8	5	1	14
100-109	3		9	12
110-119	3	2	1	6
120-129	3		2	5
130-139	2			2
140-149	1			1
150-159				
160-169	1			1
170-179				
180-189				
190-200				
Total	78	75	140	293
25 Percentile	57.04	51.80	45.09	50.23
Median	73.50	63.07	58.29	62.66
75 Percentile	91.20	73.89	70.05	76.09

It will be observed that out of the 293 buildings scored, half of them were given less than 63 points out of a possible 200; that one-quarter were scored below 50 points out of 200, and that only one-quarter of the buildings were scored as worthy of more than 76 points out of 200.

The efficiency of the school building depends in large measure upon the provision which is made for the comfort and health of school children. Buildings were scored under the general head Service Systems for heating and ventilation, fire protection, cleaning systems, water supply, schedule and program equipment and toilet facilities. A total of 250 points out of 1000 is allowed on the score card for rural school buildings for Service Systems.

TABLE IV
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SERVICE SYSTEMS

(Ser. Systems— 250)	New Castle	Kent	Sussex	State
0- 9				
10- 19	1		1	2
20- 29	4	2	11	17
30- 39	22	8	18	48
40- 49	18	11	23	52
50- 59	11	17	22	50
60- 69	8	21	42	71
70- 79	5	10	16	31
80- 89	4	4	5	13
90- 99	1	2	2	5
100-109	3			3
110-119				
120-129				
130-139				
140-149				
150-159				
160-169				
170-179				
180-189				
190-199	1			1
200-209				
210-219				
220-229				
230-239				
240-250				
Total	78	75	140	293
25 Percentile	35.31	46.95	41.18	40.18
Median	45.18	58.70	56.73	54.50
75 Percentile	61.91	67.70	66.14	66.24

In the State of Delaware, out of a possible 250 points 50 per cent. of the buildings were scored below 54 points; one-quarter of the buildings were scored below 40 points, and only one-quarter of the buildings scored above 66 points out of the 250 points allowed.

It is clear from these scores that on these main items the buildings for the one to four teacher schools for white children are miserably inadequate.

The space devoted to class room use is allotted a total of 225 points out of 1000. Under this head are included the size and form of the class room, its floor, walls, ceiling and their condition, the lighting of the room, the furniture, the cloak room and wardrobes adjacent or included in the room, structure of blackboards, pictures and teaching equipment.

TABLE V
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
CLASS ROOMS

(Class Room— 225)	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29				
30- 39			1	1
40- 49			3	3
50- 59	3		12	13
60- 69	8	10	13	31
70- 79	8	13	19	40
80- 89	8	16	23	47
90- 99	13	18	38	69
100-109	7	10	13	30
110-119	6	5	4	15
120-129	10	2	5	17
130-139	5	1	5	11
140-149	3		2	5
150-160	4		1	5
160-169			1	1
170-179	2			2
180-189	1			1
190-199				
200-209				
210-219				
220-225				
Total	78	75	140	293
25 Percentile	79.36	75.76	72.15	74.75
Median	99.83	88.06	88.60	90.34
75 Percentile	125.75	98.59	98.00	103.82

For the State, one-half of the schools were scored as to Class Rooms less than 90 points out of a possible 225; one-quarter of the buildings were scored less than 74 points, and only one-quarter of the buildings were scored above 103 out of a possible 225 points. As has already been indicated in the general discussion, class rooms in these schools are poorly conceived, improperly lighted and relatively unequipped.

In order to conduct a modern school, rooms other than the class rooms must be provided. On the score card for rural school buildings 165 points are allowed for Special Rooms, under which are classified play room, community room, nurse room, library, lunch room, space for industrial and household arts and fuel room. These facilities are allowed 165 points out of the 1000 which make up the total score.

TABLE VI
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SPECIAL ROOMS

Spec. Rms. 165	New Castle	Kent	Sussex	State
0	5	14	14	33
1	11	7	9	27
2	26	24	53	103
3	17	18	57	92
4	10	1	2	13
5	2	9		11
6			1	1
7			2	2
8				
9	1			1
10				
11				
12	1		1	2
13				
14				
15				
16				
17				
18				
19				
20				
21	1			1
22				
23	1		1	2
24				
25				

TABLE VI--(CONTINUED)

Spec. Rms. 165	New Castle	Kent	Sussex	State
26				
27				
28	1			1
29				
30		1		1
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44	1			1
45	1	1		2
*				
*				
160				
Total	78	75	140	293
25 Percentile	1.14	.68	1.23	1.12
Median	1.90	1.70	1.88	1.84
75 Percentile	3.07	2.62	2.50	2.60

It will be observed in glancing at the table of Special Rooms that a very minimum of such equipment has been provided for these schools. In this table there are only 14 buildings out of the 293 rural schools for white children scored that received more than 5 points out of the possible 165. The highest scores allowed were to two buildings, each of which received 45 points out of the possible 165.

Some of the factors upon which the scores depend appear in Table VII.

It will be observed that in Table VII some of the more interesting facts concerning rural schools are given for the total number of buildings scored and reduced to percentages. For example, reading the first line, there were in New Castle County twenty-nine buildings located on triangular or irregular sites. This is 40.2 per cent. of the total number of buildings found in the county. Dropping down to the third item in the table, there were in New Castle County

TABLE VII

	New Castle		Kent		Sussex		State	
	Bldgs.	Per Cent	Bldgs.	Per Cent	Bldgs.	Per Cent	Bldgs.	Per Cent
Located on Triangular or Irregular Site.....	29	40.2	32	42.6	70	50.0	131	45.3
Without Vestibule	6	8.3	24	32.0	57	52.3	87	30.2
No Water Supply	46	58.3	20	26.6	15	10.7	81	28.0
Without Improved Type of Heater.....	55	76.4	20	26.6	59	42.0	134	46.5
Without Flapole	20	27.8	32	42.6	68	48.5	120	41.7
Without Cloakrooms	45	62.5	38	50.6	100	71.5	183	63.5
Low in Glass Area	19	26.4	49	65.3	76	54.3	144	50.0
Light from 1 side	0	0	0	0	0	0	0	0
" " 2 sides	23	32.0	47	62.3	95	67.6	165	57.3
" " 3 "	36	50.0	24	32.0	42	30.0	102	35.4
" " 4 "	12	16.6	1	1.3	2	1.4	15	5.2
" " 5 "	0	0	0	0	0	0	0	0
" " 6 "	1	1.4	0	0	0	0	1	.3
" " 7 "	0	0	1	1.3	0	0	1	.3
With Gas or Electricity	4	5.6	0	0	0	0	4	1.4
With Indoor Toilets	2	2.8	1	1.3	0	0	3	1.0
With Play Room	2	2.7	0	0	2	1.4	4	1.4
With Community Room	2	2.7	1	1.3	2	1.4	5	1.7
With Office	0	0	1	1.3	0	0	1	.3
With Industrial Arts	0	0	0	0	0	0	0	0
With Household Arts	0	0	0	0	0	0	0	0
With Library	0	0	1	1.3	0	0	1	.3
With Lunch Room	0	0	1	1.3	0	0	1	.3

forty-six buildings with no water supply. This is 58.3 per cent. of the total number of buildings in the county. Reading the third line from the bottom, in the one to four teacher schools for white children in Delaware there were no facilities provided in any of the counties for the teaching of the households arts; and so may any other line of the table be read.

A similar set of tables were prepared on the basis of the scores given to the schools for colored children. These tables are read just as the tables already discussed that give the scores for the schools for white children. They follow in order and are easily capable of interpretation by any one who cares to know the facts.

One may summarize the situation by saying that in every respect the schools for colored children are somewhat less adequate than those provided for white children.

TABLE VIII
ONE TO FOUR-TEACHER SCHOOLS FOR COLORED CHILDREN

Total Score 1000 Points	New Castle	Kent	Sussex	State
0- 49				
50- 99			1	1
100- 149	1	3	8	12
150- 199	5	17	9	31
200- 249	9	7	7	23
250- 299	6	1	5	12
300- 349	1	2	4	7
350- 399	1			1
400- 449				
450- 499		1		1
500- 549	1			1
550- 599				
600- 649				
650- 699				
700- 749				
750- 799				
800- 849				
850- 899				
900- 949				
950-1000				
Total	24	31	34	89
25 Percentile	199.00	162.25	145.90	164.30
Median	232.33	190.20	193.44	200.00
75 Percentile	274.00	216.69	254.00	249.00

TABLE IX
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO SCHOOL SITE

School Site 160	New Castle	Kent	Sussex	State
0- 9	1			1
10- 19	2	2		4
20- 29	3		4	7
30- 39	4	6	6	16
40- 49	2	7	5	14
50- 59	2	7	8	17
60- 69	1	3	3	7
70- 79	6	5	4	15
80- 89	1		3	4
90- 99	1			1
100-109			1	1
110-119				
120-129	1	1		2
130-139				
140-149				
150-160				
Total	24	31	34	89
25 Percentile	29.00	38.50	35.60	36.00
Median	49.00	50.71	51.50	50.40
75 Percentile	74.00	59.83	57.33	69.00

TABLE X
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO GROSS
STRUCTURE OF BUILDING

Building 200 Points	New Castle	Kent	Sussex	State
0- 9		1		1
10- 19		2	3	5
20- 29	1		4	5
30- 39	1	9	10	20
40- 49	4	8	6	18
50- 59	5	8	4	17
60- 69	6		1	7
70- 79	2	1	3	6
80- 89	3		2	5
90- 99	1		1	2
100-109				
110-119		1		1
120-129		1		1
130-139	1			1
140-149				
150-159				
160-169				
170-179				
180-189				
190-200				
Total	24	31	34	89
25 Percentile	49.00	34.28	30.50	34.00
Median	60.66	43.38	39.00	46.50
75 Percentile	74.00	51.50	45.33	60.00

TABLE XI
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
SERVICE SYSTEMS

Ser. Systems 250 Points	New Castle	Kent	Sussex	State
0- 9			3	3
10- 19	2	3	6	11
20- 29	7	19	3	29
30- 39	1	4	12	17
40- 49	2	2	4	8
50- 59	7		2	9
60- 69	1	2	3	6
70- 79	4	1	1	6
80- 89				
90- 99				
100-109				
110-119				
120-129				
130-139				
140-149				
150-159				
160-169				
170-179				
180-189				
190-199				
200-209				
210-219				
220-229				
230-239				
240-250				
Total	24	31	34	89
25 Percentile	24.71	21.50	18.17	22.00
Median	49.00	25.60	33.16	29.33
75 Percentile	57.58	32.75	45.25	47.40

TABLE XII
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
CLASS ROOMS

Class Rooms 225 Points	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29			1	1
30- 39	2		1	3
40- 49		2	4	6
50- 59	1	4	7	12
60- 69	2	8	9	19
70- 79	5	7	3	15
80- 89	5	4	5	14
90- 99	5	5	3	13

TABLE XII--(CONTINUED)

Class Rooms 225	New Castle	Kent	Sussex	State
100-109	1			1
110-119	1		1	2
120-129	1			1
130-139		1		
140-149				1
150-159				
160-169	1			1
170-179				
180-189				
190-199				
200-209				
210-219				
220-225				
Total	24	31	34	89
25 Percentile	71.00	60.88	51.57	61.00
Median	83.00	71.14	63.44	71.50
75 Percentile	95.00	82.13	80.00	87.00

TABLE XIII

**SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
SPECIAL ROOMS**

Special Rooms 165 Points	New Castle	Kent	Sussex	State
0- 9	9	21	18	48
10- 19	5	4	1	10
20- 29	4	4	9	17
30- 39	1	2	6	9
40- 49	2			2
50- 59	3			3
60- 69				
70- 79				
80- 89				
90- 99				
100-109				
110-119				
120-129				
130-139				
140-149				
150-159				
160-165				
Total	24	31	34	89

In the State of Delaware, outside of the city of Wilmington, there are 29 school buildings provided for white children in which more than 4 teachers are employed. In scoring these buildings a

score card was used which differed only in slight degree from that employed in scoring the one to four teacher schools. The differences between these two types of score cards consist largely in variations in construction and additions in equipment and special room facilities which are obviously necessary for the development of the larger school plants.

In Table XIV these 29 buildings are arranged according to their rank and according to the 50-point group of the 1000 points on the score card under which each one of these buildings falls.

TABLE XIV
SCORES FOR CITY SCHOOL BUILDINGS OF MORE
THAN FOUR TEACHERS

(Arranged in order of rank)

School Buildings
Scoring:

850 to 900 Points		Alex I. du Pont
800 to 849	"	Caesar Rodney
750 to 799	"	(None)
700 to 749	"	"
650 to 699	"	"
600 to 649	"	Harrington
550 to 599	"	Bridgeville
500 to 549	"	Greenwood
450 to 499	"	Frederica; Mt. Pleasant
400 to 449	"	(None)
350 to 399	"	Rehoboth; Newark Grammar; Dover
300 to 349	"	Selbyville, Milford, Lewes, Milton, George- town, Smyrna, Middletown, New Castle Elementary, Seaford, Delaware City.
250 to 299	"	Feltton, Laurel, Delmar
200 to 249	"	Newark Academy, Millsboro, Frankford;
150 to 199	"	Clayton, New Castle Academy, Dagsboro.

It will be noted that five of these larger school buildings have been rated by the judges above 500 points. These buildings are the Alex I. du Pont, Caesar Rodney, Harrington, Bridgeville and Greenwood Schools. All of the other twenty-four buildings of this group have been scored by the judges below 500 points, and it is recommended that all of these twenty-four buildings be replaced at the earliest possible moment with a school building which conforms to the standards outlined in the detailed score card which precedes.

The summaries of the scores allotted to these buildings are given in Tables XV to XX, inclusive. These tables are to be read in the same manner as the tables preceding.

TABLE XV
SUMMARY OF FINAL SCORES OF SCHOOL BUILDINGS IN
WHICH MORE THAN FOUR TEACHERS TEACH

Points	New Castle	Kent	Sussex	State
0- 49				
50- 99				
100- 149				
150- 199	1	1	1	3
200- 249	1		2	3
250- 299		1	2	3
300- 349	3	2	5	10
350- 399	1	1	1	3
400- 449				
450- 499	1	1		2
500- 549			1	1
550- 599			1	1
600- 649		1		1
650- 699				
700- 749				
750- 799				
800- 849		1		1
850- 899	1			1
900- 949				
950-1000				
Total	8	8	13	29
25 Percentile	250	300	258	271
Median	333	350	315	327
75 Percentile	350	600	347	396

TABLE XVI
SCORES ALLOWED ON SCHOOL SITES FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH

(Possible Maximum Number of Points—125)

Points	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29				
30- 39				
40- 49			1	1
50- 59		1	2	3
60- 69			1	1
70- 79	2	2	1	5
80- 89	3		1	4
90- 99		1	2	3
100-109		2	3	5
110-119	3		2	5
120-125		2		2
Total	8	8	13	29
Median	86	100	93	92

TABLE XVII
SCORES ALLOWED ON GROSS STRUCTURE OF BUILDINGS
FOR CITY SCHOOL BUILDINGS IN WHICH MORE
THAN FOUR TEACHERS TEACH

(Possible Maximum Number of Points—165)

Points	New Castle	Kent	Sussex	State
0- 9	1		1	2
10- 19				
20- 29	2	1	5	8
30- 39	2	2		4
40- 49		1		1
50- 59		1		4
60- 69	1	1	2	2
70- 79			2	
80- 89				
90- 99	1		1	2
100-109		1		1
110-119			1	1
120-129		1	1	2
130-139		1		1
140-149	1			1
150-159				
160-165				
Total	8	8	13	29
Median	45	60	63	55

TABLE XVIII
SCORES ALLOWED ON SERVICE SYSTEMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH

(Possible Maximum Number of Points—280)

Points	New Castle	Kent	Sussex	State
0- 9				
10- 19			2	2
20- 29			2	2
30- 39		1	1	2
40- 49	1	1	1	3
50- 59	2		1	3
60- 69	3		4	7
70- 79		3		3
80- 89	1			1
90- 99		1	1	2
100-109				
110-119			1	1
120-129		1		1

TABLE XVIII---(CONTINUED)

Points	New Castle	Kent	Sussex	State
130-139				
140-149				
150-159				
160-169				
170-179				
180-189		1		1
190-199				
200-209				
210-219				
220-229				
230-239				
240-249	1			1
250-259				
260-269				
270-280				
Total	8	8	13	29
Median	63	73	55	63

TABLE XIX

**SCORES ALLOWED ON CLASS ROOMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH**

(Possible Maximum Number of Points—290)

Points	New Castle	Kent	Sussex	State
40- 49	1			1
50- 59	1			1
60- 69		1	1	2
70- 79			1	1
80- 89	1	1	1	3
90- 99	1	2	2	5
100-109		1	1	2
110-119				
120-129			4	4
130-139	1			1
140-149				
150-159				
160-169	1		1	2
170-179				
180-189	1		1	2
190-199		1		1
200-209				
210-219		1	1	2
220-229				
230-239				
240-249				
250-259		1		1
260-269	1			1
270-279				
280-290				
Total	8	8	13	29
Median	120	100	121	108

TABLE XX

**SCORES ALLOWED ON SPECIAL ROOMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR TEACHERS TEACH**

(Possible Maximum Number of Points—140)

Points	New Castle	Kent	Sussex	State
0- 9	4	3	5	12
10- 19	3	2	7	12
20- 29			1	1
30- 39				
40- 49		1		1
50- 59		1		1
60- 69				
70- 79				
80- 89	1			1
90- 99				
100-109		1		1
110-119				
120-129				
130-140				
Totals	8	8	13	29
Median	10	15	12	12

UNIVERSITY OF MICHIGAN



3 9015 03016 0140

